

ChescoNet Videoconference
March 26, 2009

- I. Attending from CCIU: Branson, Breuninger, Thomson; two from IT Services (Tim and Larry)**
 - A. Kim Breuninger, Distance Lrng Coordinatr: DI, Online Courses**
 - B. Diane Thomson; Elluminate webinars**
 - 1. Moodle cluster (robust)**
 - 2. Hosted services monitoring servers**
 - 3. Video streaming**
 - a. UnitedStreaming**
 - b. CCITV**
 - (1) Live streaming of events - "public access" type programming; Each district has its own space**

Overview of ChescoNet

- I. Developed around 2000, in place by 2001**
- II. Funded by 3M in state grant (economic dev'tment) add'l costs supported by districts and other members**
- III. Originally planned to connect all 12 districts in Chester Co**
- IV. Grew to include the frame-relay network called ChescoNet bandwidth<1Mbps**
- V. ChescoNet was a private network, with functioning governance - agreed to merge what CCIU was building with ChescoNet**
- VI. RFP was issued for management of the new network**
- VII. CCIU eventually became the network operations center for ChescoNet - as a subcontractor including billing, network build-out, etc. No profit amassed**
- VIII. Not really a consortium; includes all libraries, 12 SDs; county gov'tment; 1 university; 1 community college; Longwood Gardens; CyberCharter school and Brandywine Academy (clicks -n- bricks)**
- IX. Provides I2 service for Berks County IU**
- X. ChescoNet is an ISP - they have a SPIN for E-Rate**
- XI. No rate limit on bandwidth between SDs, 690Mb subscription to Internet**

Questions:

- 1. What content do you currently have on the RWAN?**

- I. 1st IU to connect to MAGPI (Internet 2)**
- II. Projects started small - mainly inter-county; connecting students to other students**
- III. Civics program (4 SDs) mainly vidcon some online**
- IV. Focus on Spanish - Barcelona and Chile**
- V. Megaconference Jr**

How do they organize the content?

- I. [Moodle site \(http://projectinspired.cciu.org/\)](http://projectinspired.cciu.org/)**
- II. Listservs - were easy and effective**
- III. Role-alike groups**

How do you communicate to the classroom level?

- I. Largest success through librarians, school visits, finding interested tchrs; ease of using the network is a selling point; personal videocon works very well for small group work; Best Practices Guide to distribute**

Development of Guidelines was necessary

- I. Union arbitration at Avonworth**

Q: Who formed the Dist Lrng cmte?

A: Admins, Librarians other helped to develop guidelines. Now defunct

"Aha Moment"?

- I. Higher levels of student engagement; more careful in their work**
- II. When a child tells parents about what happened in school**

Q: Tech support levels needed? A: Not noticeable - once network connection is in place, becomes transparent

Q: How do you work with your SDs for Educational Programming? A: CCIU does maintain a relationship with vendor - (for example) PLATO - IU holds contract, bills districts for it; looked at other services like network security and data security - consortium pricing negotiated - up to SD to purchase

Q: Did you make any facilities change? A: Yes, built a videoconferencing room with large screens, lighting, audio, etc

Q: How do you involve districts, generate enthusiasm and appreciation of the network? A: Mainly through role-alike groups, Branson said he did not find newsletters to be very effective. Presentations and meetings had greater impact.

Q: Biggest successes for CCIU and their network? A: Connection to Internet 2 "opened up the world" and can be taken advantage of better; inclusion of other entities into the network, gov'ment, higher ed, libraries - expanded communication lines between schools and community